

Busbridge Infant School



ACCESSIBILITY PLAN

REVIEW DATE:

AUTUMN 2023

NEXT REVIEW DATE:

AUTUMN 2026

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

BUSBRIDGE INFANT SCHOOL is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual; emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including Trustees, Staff & Governors.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated / adapted curriculum for all pupils	Ensure planning is adapted to meet the needs of all	Regular monitoring of planning	DH	Ongoing	High quality teaching
	We use resources tailored to the needs of pupils who require support to access the curriculum	Ensure IT is used effectively to produce high quality resources	Check correct coloured background for presentations/ Slides	Class Teachers	Ongoing	Disabled children able to access the curriculum
	Curriculum resources include examples of people with disabilities	Ensure a range of diverse cultures and disabilities are promoted	Regularly revise and review assembly plan to reflect this	HJ	Termly	Greater respect for life in modern Britain & Appreciation of British values
	Curriculum progress is tracked for all pupils, including those with a disability	Ensure conversations during PPM include those recognised with a disability	Report as appropriate to Governors	DH/HJ	Termly	High expectations for all children

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Improve and maintain access to the physical environment	<p>An adapted environment will include:</p> <ul style="list-style-type: none"> • Bollards to indicate designated parking space for a disabled driver • Disabled toilets and changing facilities • Wheelchair users can easily access all relevant areas of the school & designated toilet 	<p>Ensure disabled visitors can park easily and closely to the main school entrance</p> <p>Ensure visitors can access a disabled toilet easily</p> <p>Ensure cloakroom & classroom spaces are clear at all times</p>	<p>Designate disabled parking bay within staff car park area</p> <p>Designated toilet facilities in main reception area</p> <p>Provide a ramp to overcome any small steps should this be the case</p>	<p>DH</p> <p>DH</p> <p>DH/Caretaker</p>	<p>Completed</p> <p>Sum 24</p> <p>Ongoing</p>	<p>Marked disabled bay available</p> <p>Access to disabled toilet & changing facilities</p> <p>Safe access around the school</p>

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Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible including:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<p>Staff aware of those children who need different forms of delivery information</p> <p>Identify and make staff aware of those families who may require alternative forms of communication due to disability (e.g. hearing loss)</p>	<p>Ensure teachers & staff present information appropriately e.g. using correct font size</p> <p>Ensure staff have access to using alternative communication methods e.g. speaking option or translate functions</p> <p>Provide staff with relevant training from specialists</p>	DH, SENCO, All	Ongoing	<p>Children access correct materials for learning</p> <p>Families access school information using preferred communication method</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing board.

It will be approved by the Trust board & the governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy